NORTHWEST TERRITORIES EDUCATION

ANNUAL REPORT 1989

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MINISTER'S INTRODUCTION

Consultation and community participation are essential for a truly effective education system. I value the support of parents and the public, and I am working to create opportunities for people to voice their opinions so the appropriate leadership and direction can be provided.

In the past year I have approved several initiatives which are certain to lead to a greater level of input and control by the people of the N.W.T.

In the fall, the Curriculum Advisory Council held its first meeting. This new council will give the public a forum through which it will be able to guide the development of territorial curricula. The N.W.T. School Trustees' Association held its first organizational meeting and elected executive officers. This will be another group which will eventually have a strong influence on the direction of education.

The development of divisional boards of education is another route for promoting public direction. This year, the Beaufort-Delta, Sahtu and Dogrib areas all achieved divisional board status, doubling the number of boards in the Northwest Territories. The Deh Cho and South Slave are working toward divisional board status, but I want to make sure that bands and tribal councils support these structures. People have to agree that divisional boards represent all the residents in those regions if they are going to work effectively.

I am considering amending the legislation to provide for better representation. These and other sections of the Education Act are being discussed in workshops with education agencies which began late in 1989.

Teacher education is another key area which requires the public's guidance. If we are to develop an indigenous, culture-based school system, we need more northern native teachers. A steering committee with representatives from the Eastern and Western Arctic was formed this year to examine teacher education and to devise a strategy to counter the high turnover rate among teachers in the North.

The N.W.T. Literacy Strategy got off to a flying start 1989, with the funding of a

number of community-based projects, programs offered through Arctic College, and the establishment of awards to recognize outstanding contributions to literacy in the North. The department began work on planning a Circumpolar Literacy Conference, which will be held in Yellowknife in April, 1990.

The Department of Education has finalized an N.W.T. Employment Development Strategy which I am confident will provide the kind of support and training required to allow northerners to take on a larger share of the available jobs. Employment is an integral part of the N.W.T. Economic Development Strategy. The continuum of training and support services we intend to provide should allow residents, particularly native people, to take advantage of the benefits of economic development.

Services to college and university students were improved through amendments to the Student Financial Assistance Act and Regulations. A toll-free telephone line was set up so N.W.T. students could call the department with questions and concerns about student financial assistance.

Arctic College had a progressive year, with new campuses in Rankin Inlet and Cambridge Bay. Eleven community adult education centres in the Kitikmeot and Keewatin regions were brought into the Arctic College system. Full- and part-time enrolment increased, and a number of new programs were established. The College responded to the needs of employers and communities by delivering 61 courses in addition to its ongoing programs.

I am pleased with the progress made in the past year in laying down a good foundation for public input into education. My report enlarges on many new activities which have been introduced as a result of improved public consultation. My objective is to maintain open lines of communication to meet the educational needs of N.W.T. residents today and in the future.

Stephen Kakfwi
Minister of Education

THE YEAR IN REVIEW

The department has been continually striving to ensure all northerners feel at home with the school system. Initiatives such as the School Community Counsellor Program, increased Special Needs programs, the Artists in the Schools Program, alternative programs like the Community Occupational Program and the Senior Practical Program, have been established to meet the needs of many students. Community Parent Support Teams have been established in Arviat and Rae-Edzo to promote parents' involvement in their children's educations. We hope to eventually establish these teams across the N.W.T.

The involvement of parents and public in the management of education programs was enhanced this year with the development of Divisional Boards in the Sahtu, Dogrib and Beaufort-Delta regions.

Plans for a review of the Education Act have been made. The Minister has directed that the review include an examination of the type of legislation needed to guarantee that education is placed under full public control.

The Curriculum Advisory Council, with representatives from the N.W.T. School Trustees' Association, the N.W.T. Teachers' Association, the Inuvialuit Regional Corporation, the Inuit Cultural Institute, the Dene Cultural Institute, the Federation Franco-Tenoise and the N.W.T. Chamber of Commerce will provide an avenue for public participation, and will review curricula and make recommendations to the Minister.

The high turnover rate among teachers in the N.W.T. -- particularly in more remote areas -- is a great concern of the department. From 1988/89 to 1989/90, 30 per cent of teachers left the schools in which they were teaching; 23 per cent left the N.W.T. altogether. A steering committee was formed this year to take a close look at the turnover rate and devise a strategy to address the problem.

A sub-committee has also been formed to guide the development of a pilot Teacher Education Program in the Western Arctic. The proposed program will have a different focus than the current one, with more emphasis on giving teachers basic coun-

selling skills to help students deal with any personal problems, and will concentrate on using northern cultural strategies for teaching. It will rely on traditional community leaders to provide that focus and will emphasize community-based delivery.

The N.W.T. took another step forward in control of education this year when the Minister signed a new Memorandum of Understanding with Alberta's Minister of Education. This memorandum includes a number of changes which affect senior high school programs, such as less dependence on Alberta's guidelines for implementing courses, and course content which is more relevant to N.W.T. students.

High school program planning meetings, held in six communities in May and June, gave the Department the opportunity to listen to recommendations from school and college representatives on the future direction of high school programs.

In 1988/89, 196 students graduated from high school in the N.W.T., in line with the average over the past five years. Fifty-five students graduated from the Community Occupational Program, the highest number ever for this two-year program which has grown steadily since the first students graduated in 1984/85. Fifteen students graduated from the Senior Practical Program in 1988/89, the second year in which students graduated.

Enrolments continue to climb, with 13,746 students registered for 1989/90, an increase of about 350 over the previous year. About 1,455 of these were enrolled in high school programs, the highest number ever in the Northwest Territories.

The department's emphasis on professional development for staff was highlighted when the principal training program started a second cycle, with 96 Northwest Territories educators taking an intensive two-week course during the summer. The course provides excellent training for candidates interested in moving into administration. The second phase is scheduled for July 1990, and a third cycle may also start at that time, if demand continues. This year the N.W.T. introduced legislation making completion of a training program mandatory for all principals. New Brunswick and Ontario have similar legislation.

In response to the territorial government's emphasis on economic development, Education cooperated with other levels of government and the private sector to create job opportunities. In 1989, local residents received training on two major construction projects, which resulted in opportunities for long-term employment. Twenty-five residents in the Rankin Inlet area were trained during work on that community's Forward Operating Location, while 54 Dogrib residents were trained at the Neptune Mine, 100 miles north of Yellowknife.

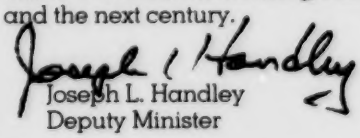
The Department of Education also cooperated with other government departments to fund a research project to determine the skills of Keewatin residents and the training they need to fully participate in the workforce. There was similar cooperation in studies to assess training needs in the tourism and mining industries.

1989 marked the N.W.T. Apprenticeship Program's 25th anniversary. Special events honoured the 935 apprentices who have completed their training through this program over the past quarter century.

To bring together employers and potential workers, the Department set up Education's Northern Training and Employment Register (ENTER) this year. The register lists northerners interested in training or employment, and employers can use it as a resource when hiring. Advanced Education also finds the register useful in determining the training needs of each region.

In order that northerners are able to take advantage of employment and training opportunities, the Department has finalized an Employment Development Strategy. This strategy is designed as the "supply side" for economic development and the terms of reference for future training program development for the department, Arctic College, and other agencies that deliver courses on our behalf.

The Department of Education is making good progress towards its goal of a system of education and training that is relevant for all northerners and which provides opportunities for life-long learning. By building on the foundation already laid, we are working to help the people of the N.W.T. meet the challenges of the 1990s and the next century.



Joseph L. Handley
Deputy Minister

THE DEPARTMENT

LITERACY

The N.W.T. Literacy Strategy came into full swing in 1989. In September, the Minister of Education introduced awards for outstanding literacy students and members of the educational community who made major contributions to literacy in the North.

Community involvement in literacy programs increased dramatically, with the establishment of a fund for community literacy projects. This initiative was undertaken in conjunction with a variety of programs implemented by Arctic College. During the year, a total of $250,000 was approved for community-based projects, while Arctic College administered literacy programs worth $550,000.

These community-based projects received funding in 1989:

1. Project Change, Yellowknife, $33,000. Project Change is an alternative school in Yellowknife for young adults who have dropped out of the regular school system.

2. Joan Cole-Heine, Inuvik, Tutor Training, $1,980. An instructor from Alberta was brought in to train 12 volunteer literacy tutors from Inuvik, Aklavik, Tuktoyaktuk and Fort McPherson. They are now providing English literacy tutoring for adults in Inuvik.

3. Community Education Council, Coral Harbour, English Literacy, $19,600. A six-month instruction and tutoring program for young adults 17 and older. The program began in the fall of 1989, with an estimated 120 students.

4. Community Education Council, Arviat, English and Inuktitut Literacy, $33,800. The project will employ two literacy coordinators, one for English and one for Inuktitut, who will plan the programs, develop materials, train tutors and instructors. Participants will attend a five-month program of instruction, combined with one-to-one tutoring. Participants will be young adults with very low literacy levels.

5. Local Education Authority, Rae-Edzo, English Literacy, $28,137. A five-month literacy project began in October, directed at young adults (16 to 25 years of age) who dropped out of school before Grade 9 and need better skills for a job or for further training.

6. Community Education Council, Holman, Parental Support for Reading, $4,500. Parents of pre-school children will attend monthly sessions that stress the importance of reading to their children and to learn different reading methods. Books will be distributed to parents.

7. Community Education Council, Coral Harbour, Inuktitut Literacy, $14,950. A five-month program in life skills and Inuktitut literacy directed at adult basic education and job entry students, as well as young adults employed at minimum wage levels.

8. Snowdrift Band Council, Chipewyan Literacy, $22,175 (approximately). This involves the delivery of Chipewyan literacy classes to adults fluent in the language. This project is part of a process to develop a model for literacy programs in Dene languages.

Literacy Recognition Awards, 1989

9. Fort Smith, Mary Kaiser Library Board, English Literacy, $15,900. A volunteer tutoring program with a literacy coordinator to recruit and train volunteers, recruit learners and match them with appropriate tutors. The program is directed at young adults who have difficulty with, or are not eligible for, classroom-centered literacy programs.

10. Community Education Council, Fort Simpson, English Literacy, $19,600. A combination of one-to-one tutoring, small group tutoring and classroom instruction directed at young adults who are functioning below a grade 8 basic education.

11. Community Education Council,

Pelly Bay, English Literacy, $12,775. Ninety-five per cent of the young people in this community have not attended high school, and most have less than a Grade 6 education. Twenty-seven young people signed a petition for a literacy program for themselves. The program will combine classroom instruction with tutoring for a three-month program.

12. Community Education Council, Baker Lake, English Literacy for Parents and Reading Readiness for Pre-school Children, $8,468. A combination of tutoring in the learners' homes, with small group sessions in the community library. Participants will be homebound parents with young children. Sessions include reading readiness activities for the pre-school children.

EMPLOYMENT DEVELOPMENT

In 1989, emphasis was placed on Employment Development to provide training opportunities which would allow northern residents access to employment opportunities previously unavailable to them. The strategy will be finalized in 1990, after consultation with a variety of interest groups.

Programs which have been successful in the past, like the Training-On-The-Job program, will be part of this strategy.

The Government of the Northwest Territories continued to work with Transport Canada during the year to increase the numbers of northerners and native people in their workforce. While 1988 focused on program development and the development of training plans for each N.W.T. airport, 1989 saw more jobs for northerners. The numbers of native employees in Transport Canada increased from 52 to 67, an increase of 29 per cent over the previous year. This was achieved despite downsizing, which saw the total number of Transport Canada positions decline by four per cent.

The Department of Education cooperated with the Canada Employment and Immigration Commission, National Health and Welfare and the territorial Department of Social Services to administer the Employability Enhancement Agreement. This program provides income support for people who need training to break their dependency on social assistance payments. The agreement, worth $1.5 million, was equally cost-shared between the territorial and federal governments. A total of 139 social assistance recipients in 18 communities across the N.W.T. were trained during 1988/89.

The Departments of Education, Economic Development and Indian Affairs jointly funded an innovative research project in the Keewatin Region. The Keewatin Region Training Advisory Committee, composed primarily of business representatives, completed a comprehensive needs analysis for the Keewatin Region to determine the skills of residents and the type of training they need to participate in the workforce. This resulted in a comprehensive human resource development strategy, which will provide a blueprint for action in the Keewatin Region over the next few years.

Two major construction projects served as pilot projects for training programs designed to provide long-term employment to residents in nearby communities. The earthmoving phase of the Rankin Inlet Forward Operating Location, part of the new North Warning System, provided jobs for 25 residents. The contractor, St. Law-

rence Construction, cooperated with the Canada Employment and Immigration Commission and the Department of Education to fund a three-month training program for equipment operators, focused on developing skills which could be used in subsequent stages of the three-year project. This project is expected to bring about $300,000 into the community during the year.

The second pilot project was conducted through Poole Construction, which was involved in the construction of the Neptune Mine, 100 miles north of Yellowknife. Although the company was only involved in the construction phase of the project, training was aimed at occupations which would continue while the mine was in operation. Fifty-four Dogrib residents were trained during the year, and many will be offered continuing jobs with the mine.

During 1989, the Department established Education's Northern Training and Employment Register (ENTER), which lists northerners who wish to be considered for training or employment. Employers can use this register as a resource when hiring, and Advanced Education uses it to determine training needs in each region.

Through the Training On-The-Job Program, which provides salary support to small employers for up to one year, 71 trainees were hired, of which 52 were able to find jobs after completing training.

The N.W.T. Apprenticeship Subsidy Program provides salary subsidies to apprentices employed by small businesses which could not otherwise afford to hire them. The program is designed to develop skilled tradesmen at the community level. During the year, a total of 68 apprentices were supported under the program.

N.W.T. APPRENTICESHIP PROGRAM

1989 marks the 25th anniversary of the Northwest Territories Apprenticeship Program. A variety of activities took place to honor apprentices who had been involved in the system, and to promote the value of apprenticeship. Since 1964, a total of 935 apprentices have been trained as journeymen, many of whom continue to live and work in the Northwest Territories. In addition, 2,958 journeyman-level certificates have been issued in that time. At the end of 1989, there were 421 apprentices in the N.W.T.; a slight decrease from 1988.

Forty-six apprentices graduated from the program in 1989 and were issued journeyman-level certificates. A total of 139 of these certificates were issued in 1989, 57 of which carried the Interprovincial Red Seal, which allows journeymen to work in any province in Canada. Of 46 graduating apprentices in 1989, 37 were from the private sector and nine were from the Government of the Northwest Territories. Of the 421 apprentices currently enrolled in the program, 205 are of native ancestry. The success rate of apprentices attending technical training is 85 per cent.

This year a pilot project was tested in Arviat to upgrade residents so they could apprentice in carpentry. An instructor, funded by the Department of Education, coordinated the training of six residents. Specialized tutoring, combined with a supervised period of work experience, should result in the addition of several skilled journeymen to the community over the next four to five years.

STAFF DEVELOPMENT AND TRAINING

The Government of the Northwest Territories In-Service Training Program provides on-the-job and academic training to

residents for employment in the territorial government. This year, 102 trainees, of which 90 were native residents, were employed in a variety of government departments. Twenty graduated and were appointed to the public service.

Advanced Education conducted 79 in-house staff development courses, with 1,000 employees participating in six regions.

The transfer of health services to the Government of the Northwest Territories from the Government of Canada resulted in a high demand on the In-Service Training Program for training in health-related professions. Twenty-four people were employed and trained partially through Arctic College's specially designed Community Health Representative program. Two Community Health Aides were trained and participated in a program designed by the State of Alaska.

The Education Leave Program provides income support to employees who wish to improve their qualifications and enhance their potential for promotion. In 1989, a total of 44 Education Leave Programs were approved, of which 28 were native people. During the year, 13 employees completed their programs from previous years and were reappointed to the public service.

The N.W.T. Teachers' Association Professional Development Program provides funding to teachers to upgrade their professional qualifications. Sixteen teachers took advantage of the program over the year and 22 completed training carried over from the previous year.

STUDENT LOANS AND GRANTS

The N.W.T. Student Loans and Grants Program has expanded dramatically since its inception in 1981, when 332 northern students were enrolled in post-secondary studies. The overall enrolment has levelled out the past year; however, the number of native students increased by 10 per cent, while the number of non-native students decreased slightly. There are 915 students attending post-secondary institutions this year, of which 358 are native. There are 208 students attending northern schools and 707 attending southern institutions. There are 462 students in university level programs and 453 in technical programs.

The Student Financial Assistance Act and Regulations were amended this year to provide quicker approval of applications for assistance. The regional Student Financial Assistance Boards, which were required to approve all applications, have been deleted and the Deputy Minister now has that authority.

The Department has renewed an agreement with the Department of Indian and Northern Affairs to provide funding for 25 students to enrol in upgrading this year. The students receive allowances to help pay for books, travel, tuition and living costs.

A contract has also been continued with the Province of Manitoba and the University of Manitoba to enable N.W.T. native students to enrol in professional programs. There are three students in the University of Manitoba Access Programs, including two in the Engineering Access Program and one in the Medical Access Program.

A contract has also been negotiated with the University of Saskatchewan to provide special counselling, tutorial and other support provided to 10 N.W.T. native students enrolled in the Indian Teacher Education program.

PROGRAM DEVELOPMENT AND EVALUATION

A number of major evaluations were undertaken during 1989. The Baffin Management Development Program was evaluated on its sixth anniversary as part of an

ongoing evaluation of staff training. The in-service training program, which has been in existence for 20 years, was thoroughly evaluated by an outside contractor. Recommendations from both evaluations will be acted upon in 1990.

In the apprenticeship area, the highly successful Housing Maintainer Program was evaluated. This trade, unique to the Northwest Territories, was developed to meet the need for trained maintenance personnel in small communities which can not often be visited by specialized tradesmen. Technological improvements in the electrical area, and home heating and plumbing systems pointed to the need for an objective evaluation to ensure the program is kept up to date.

In a joint project funded by the Canada Employment and Immigration Commission (CEIC) and the Department of Education, a number of government departments, including Economic Development and Tourism, Education, CEIC and Industry, Science and Technology, cooperated with the Tourism Industry Association to assess tourism training needs in the N.W.T. This comprehensive study will be used to develop a training strategy to address the needs of the burgeoning tourism industry.

A similar study was undertaken for the mining industry. Officials from the departments of Education, Economic Development and Tourism, Safety and Public Services and Energy, Mines and Resources cooperated with the N.W.T. Chamber of Mines to analyze the employment opportunities in the mining industry and to determine a training strategy to allow northerners access to this important employment sector.

SCHOOLS BRANCH

ENROLMENT

A total of 13,746 students enrolled in N.W.T. schools for the 1989/90 academic year, an increase of about 350 over the previous year. School enrolment is expected to increase over the next few years, due to the N.W.T.'s high birth rate and continued population growth.

About 1,455 of these students were enroled in high school programs, the highest number ever in the Northwest Territories. This increased enrolment reflects the number of schools now offering high school programs. In 1989/90, eight schools are offering a Grade 10 program, two are offering Grade 11, and eight are offering Grade 12.

In 1988/89, 196 students graduated from high school in the N.W.T.

STUDENT SUPPORT

Students learn best in an environment that meets their intellectual, physical, emotional and social needs. A new Student Support Division has been established to provide leadership and support to regions and boards in developing programs or strategies for the many students who need help meeting their individual needs. The Division assists in the development of curriculum and/or strategies through Special Needs Education, Alternative Programs, Parental Involvement, and Comprehensive School Health and Counselling.

Parental Involvement

Community Parent Support Teams have been established as pilot projects in Arviat and Rae-Edzo.

The goal is to increase parents' involvement in their children's education. The teams determine the information and skills the parents need, and the projects and activities through which they may contribute to their children's learning experiences. The School-Community Counsellor plays an integral role in the organization and activities of parent support teams.

In Arviat, the team has organized a three-day orientation for teachers new to the community. Future projects include further participation in the professional development of teachers and local promotion campaigns using community radio.

The Student Support Division is working with parents and the Dogrib Divisional Board of Education to develop a public information strategy to remind parents of the valuable role they play in the education of their children. The Division is also cooperating to develop a kit to help parents prepare their children for their first years in school.

Counselling

Workshops on Peer Counselling and Basic Counselling Skills have been provided to teachers and student residence staff.

Special Needs Education

Special needs students are integrated into regular classrooms in their home communities. Individual Education Plans are developed in consultation with the parents for all these students. The classroom teacher, who is responsible for the delivery of the plan, is provided with support which may include a special needs assistant, a computer, other specialized equipment and professional assistance.

Since impaired hearing is a major special need in the N.W.T., a book called "Hearing Lost, Hearing Gained" has been published and sent to all teachers. A second book on audiograms will be distributed in the new year.

A Special Needs Education Profile was developed by a team of special needs consultants and superintendents. It is a guideline for principals and teachers in implementing the Special Needs directive.

May was Speech and Hearing Month, and a second annual poster contest was held, on the theme "ear care". Prizes were awarded for regional and territorial winners. The winning posters were displayed in the Department of Education offices in Yellowknife.

The Department has purchased the most advanced equipment to assist special needs students in their studies, such as specially adapted computers, a Braille embosser, lifts for school busses, and F.M. systems for the hearing impaired.

The integration of students with identified special needs into regular classrooms has made the Northwest Territories a leader in the area of Special Needs Education in Canada.

Alternative Programs

The Community Occupational Program (COP) is a two-year work experience and lifeskills program designed for students at least 15 years of age who are not prepared for Grade 10, and appear unlikely to continue their studies. The students spend 50 per cent of their time in work experience, and the other 50 per cent studying lifeskills, academics and personal developement. The program continues in Fort Simpson, Hay River, Fort Smith, Baker Lake, Rankin Inlet, Gjoa Haven, Cambridge Bay, Iqaluit, Igloolik, Cape Dorset and Pond Inlet. In September 1989, the piloting of a regional COP began at Samuel Hearne Secondary School in Inuvik to test the feasibility of offering COP to students outside their home communities.

The Senior Practical Program (SPP) is aimed at the same group of people as COP. The SPP students also study lifeskills, academics and personal developement, but their work experience is focused on learning one particular job. The program continues both in Inuvik and Yellowknife, the Yellowknife program having doubled the number of students it serves.

In 1988/89, 56 students graduated from the Community Occupational Program, while 15 graduated from the Senior Practical Program.

Departmental guidelines for both programs were revised. Small information

brochures were produced in various languages for students and parents, educators and employers.

The last five language development units for use with COP and SPP students were completed. Their titles are: Making Decisions; You and Your Friends; Rules and Laws; Police; and Winning.

CURRICULUM

Comprehensive School Health

Six units of the school health program will be available in N.W.T. schools by December, 1989. They are: Mental and Emotional Well-Being; Growth and Development; Family Life; Alcohol and Other Drugs; Nutrition; and Dental. All units include concepts and objectives, lesson plans and teacher background information for Kindergarten through Grade 9. The final unit, Safety and First Aid, is being developed.

Part of the mandate of comprehensive school health is to ensure the healthiest possible environment in N.W.T. schools. A big step in this direction was taken when all schools became smoke-free in September, 1988.

Health and Welfare has introduced a program called Health Research: North of 60. The Department of Education has submitted a letter of intent to apply for funding under this program, which would be used to collect baseline data on students' knowledge, beliefs and behaviours related to health issues, and later to assess the impact of health education. It would also be used to determine the level of implementation of the School Health Program and barriers to full implementation. Health and Welfare Canada has indicated that it is prepared to provide funding for the development of a full project proposal.

Northern Studies

Northern Studies 15-25-35 is a series of three-credit (75 hours of instruction time) courses designed to give Northwest Territories high school students knowledge, understanding and appreciation of the historical, cultural and social foundations of their northern society; to help them appreciate the importance and uniqueness of the Northwest Territories as a distinct region in Canada and in the world; and to promote informed, rational and tolerant citizenship in a rapidly changing northern society.

Northern Studies is approved for use at the Grade 10, 11 and 12 levels in Northwest Territories schools. Northern Studies 15 will be a compulsory requirement for graduation from the Northwest Territories High School program for all students enrolling in Grade 10 for the first time in the 1990/91 school year.

Curriculum and learning materials are being developed for the fall of 1990.

Arts Education

Now in its third year, the Artists in the Schools Program provides up to $2,500 to one school per jurisdiction per year to enhance the current fine arts curriculum by giving student hands-on experience and the opportunity to meet and learn from artists and craftsmen working at the local, regional and national levels.

The communities that have already received assistance are Fort Good Hope, Fort Simpson, Rae Edzo, Holman, Pelly Bay, Cambridge Bay, Gjoa Haven, Baker Lake, Fort McPherson, Tuktoyaktuk, Paulatuk and Pangnirtung. Among the schools which have been recommended by their Superintendents/Directors for the next school year are Fort Liard, Spence Bay and Sanikiluaq.

The program has been successful in all participating schools, with particularly good results in Fort Good Hope, Fort Simpson and Holman. Samples of student work have been used in the Minister of Education's 1988 Annual Report, displays in Yellowknife, in northern Manitoba at the Festival of Arts for Native Students, and in London, England. The Fort Simpson students had an instructor from an Indian Reserve in the United States teach them to do stone carvings in one week. Students in Holman continue to benefit from the artists who provide workshops at the local craft shop. Some Keewatin students had a musical experience with Ruth Budd and her son. Sonny McDonald did excellent workshops in woodcarving in Fort Simpson and at Samuel Hearne High School in Inuvik. Lyn Hancock provided students in Fort Simpson and Fort Good Hope with creative writing workshops and they turned out some very good pieces of writing.

In the new school year, the emphasis

will be helping students appreciate the contributions that northern artists make to the economy of their communities.

Arctic College has hired Arts and Crafts instructors in communities across the N.W.T. The Department of Education has arranged for its schools to use the services of these people to promote the Artists in the Schools program.

The Department has hired a coordinator to begin work on an Arts Education curriculum. The immediate focus will be on music education, but the other arts will follow as soon as adequate funds are available.

Practical Arts Curriculum

The new Senior High Industrial Technology curriculum, which was developed to replace the Alberta Industrial Education Curriculum, is now being implemented in all high schools. This curriculum is more relevant to the needs of students in the N.W.T.

During the past year, a detailed review of junior high Practical Arts programs was conducted by the Department and the findings will be used to develop appropriate curriculum.

Science

Work is under way to revise the current junior high science curriculum, based on a needs assessment conducted by the Department. It will be consistent with current research on science education across Canada.

Mathematics

The K-9 Curriculum Guide was reprinted. The reprint updated any recent curricular changes and also provided correlations to newly recommended texts which employ the use of objects to help teach math.

At the high school level, the N.W.T. participated in Math 10/13 pilot testing projects last fall and participated in Math 20/23 pilot tests this school year.

Physical Education

Work was completed on adapting the Alberta physical education curriculum for Grades 7 to 12 to make it more relevant to the Northwest Territories. Two components of the curriculum, Individual Skill Development and Team Skill Development, were adapted to include a subsection of traditional games, such as Dene hand games, the one-foot high kick, etc. Indoor soccer, kayaking and jogging were also added as possible content.

Requirements for High School Graduation

For the first time since high school programs were introduced in the Northwest Territories, additional graduation requirements were announced by the Department of Education. Students entering Grade 10 in N.W.T. schools in 1988/89 must now obtain one additional credit in Community Services as part of the Career and Life Management course. Similarly, students entering Grade 10 or 11 in 1990/91 must take the Northern Studies 15 course.

Community Service component

The Department originally intended to introduce a full course in Community Service, but since plans were already under way in both Alberta and N.W.T. to increase the number of required credits for high school graduation, it was decided that a one-credit module in Community Service be added to the Career and Life Management (CALM) 20 course. This module, which involves 25 hours of community work, is mandatory for all students. This module was implemented in all schools at the beginning of the 1988/89 school year for students registered in Grade 10.

Curriculum Support Projects

The Dene Cultural Institute has been contracted to develop a Dene Studies document, and the Inuvialuit Regional Corporation has been contracted to write a Grade 6 textbook on the history of the Inuvialuit, to support the new Social Studies curriculum. The texts are in the final stages of production and will be valued additions to the limited supply of northern reference material.

A Land Claims Unit to support the Social Studies curriculum for Grade 5 to 9 is being produced and will soon be in the schools.

Curriculum Advisory Council

The Department of Education recognizes that the design and development of territorial curricula must take into account the needs, interests and concerns of vari-

ous educational interest groups so that curricula will be appropriate to the needs of all students, widely supported and readily implemented.

The Curriculum Advisory Council provides the forum for representatives of educational interest groups from across the N.W.T. to express the educational needs of their constituents; to review each curriculum at various stages of development; and to make recommendations to the Minister of Education.

This council consists of representatives from the N.W.T. School Trustees' Association, the N.W.T. Teachers' Association, the Inuvialuit Regional Corporation, the Inuit Cultural Institute, the Dene Cultural Institute, the Federation Franco-Tenoise and the N.W.T. Chamber of Commerce.

Memorandum of Understanding

In June 1989, a new Memorandum of Understanding was signed by the Ministers of Education in Alberta and the N.W.T. There are significant changes in this memorandum which affect senior high school programs in the N.W.T. These include the gradual movement towards less dependence on Alberta's guidelines for implementating courses, as well as course content which is more relevant to the needs of students in the N.W.T.

Distinguished Teacher Awards

The Northwest Territories has been invited to participate in the 1989-90 Canadian Program for the Distinguished Teacher Awards. A committee of representatives from the N.W.T. Teachers' Association and the N.W.T. School Trustees' Association will review applications and select two teachers from the N.W.T., one of whom will go to a national awards ceremony in March 1990.

Northwest Territories has a large number of aboriginal Classroom Assistants, who use the same language as the students and have an excellent understanding of the aboriginal cultures. A number of these educators, who have given exemplary service, will receive N.W.T. honourary teaching certificates to recognize their contributions to education.

Review of P.W. Kaeser School - Fort Smith

In response to the concerns of some Fort Smith parents, the Department of Education carried out a review of P.W. Kaeser School, which first focused on the delivery of the mathematics program and then on the whole school. The Internal Review committee was made up of two representatives of the Education Society, the school principal and the Superintendent of Education. Their internal report was presented to an external committee to validate information in the following areas: teacher supervision; quality of instruction, evaluation and follow-up; home/school communication and homework; organization and administration of the school, and the image of the school; standards of achievement, student evaluation and communication with parents; counselling services and meeting individual student needs. The final report and recommendations were presented to the internal review committee to be followed up.

High School Program Planning Meetings

During May and June, meetings were held in Rankin Inlet, Iqaluit, Fort Smith, Inuvik, Fort Simpson and Yellowknife so the Department could obtain input from school and college representatives on the future direction of high school programs. The information was used to draw up recommendations, which are now being reviewed and an action plan is being developed.

ABORIGINAL LANGUAGES AND BILINGUAL EDUCATION

To ensure a coordinated and consistent approach to language learning in N.W.T. schools, the mandate of the Aboriginal Languages section was expanded to include English and French. The new division provides leadership and support to regional education authorities for language work from kindergarten to Grade 12. Curriculum development, implementation, monitoring and evaluation continue to be major responsibilities. The division's staff also ensures that curricula in all other subject areas meet the cultural and linguistic needs of N.W.T. students.

In 1988/89, there were 6,167 students receiving aboriginal language instruction in either a first language program, or as a second language. This is an eight per cent increase over 1985/86.

Support of the Centres for Teaching

and Learning across the North has been a central focus for aboriginal language staff. Training in carrying out research with elders resulted in the collection and organization of much priceless information which will be used for language and culture programs. Literacy classes for adults, preparation of books for printing, the development of teaching units and training of school language instructors were other activities.

The staff responsible for English were involved in two major projects: the implementation of the junior high (Grades 7 to 9) English Language Arts curriculum and the revision of the elementary (K to 6) English curriculum. Training workshops in each region/board jurisdiction in 1988 and a materials evaluation project in selected classrooms resulted in a list of recommended resources, professional development sessions for teachers and successful introduction of the junior high curriculum in most schools this year.

Work is under way on a video which illustrates how one teacher makes student-centered language learning come alive. A northern/native literature pilot project has also been introduced to identify culturally relevant materials junior high students enjoy reading and to find ways to increase parental involvement in students' language activities.

The core French curriculum for Grade 1 to 6 was completed and distribused for implementation. A resource library of materials for use in French programs was established. Work was initiated to determine the support needs of French immersion teachers and those involved in French as a first language programs.

Division staff worked with other Branch staff to identify the essential learnings and fundamental principles of culture-based, student-centered schooling which form the educational beliefs of the Department and to articulate an evaluation policy consistent with these educational beliefs.

SCHOOL OPERATIONS, TRAINING AND DEVELOPMENT

A contract has been awarded for a computerized student information system that will produce up-to-date data for use in planning and monitoring by headquarters and board staffs. The new system is expected to be in place in the majority of schools by September 1990.

The highly successful principal training program started a second cycle with 96 Northwest Territories educators undertaking an intensive two-week course during the summer. The course is open to teachers and principals, and provides excellent training before candidates move towards administration. The second phase is scheduled for July 1990, and if the expected demand continues, a third cycle will also commence at that time. In October, the N.W.T. followed the example of New Brunswick and Ontario by introducing legislation making a training program mandatory for all principals.

In December, the second training program for School-Community Counsellors was completed, with all 14 graduates taking up positions in February 1990. This group, along with those people already in the field, are largely responsible for the dramatic improvement in school attendance by improving communications between home and school. In 1988/89, N.W.T. students were truant for eight per cent of all school days — this rate is half of what it was five years ago.

The division is responsible for coordinating various bursaries and awards and distributing Secretary of State funding for French programs. It also assists with the development of new boards by providing training for board members and facilitating policy development.

Divisional Board Development

In April 1989, the Beaufort-Delta, Sahtu and Dogrib regions achieved divisional board status, doubling the number of divisional boards in the Northwest Territories. Deh Cho and South Slave are working towards becoming divisional boards.

Divisional boards of education control maintenance funding for schools, are responsible for selecting and providing direction to their superintendents and teachers, and determining educational objectives for their region.

LEGISLATION, POLICY AND EVALUATION

The Minister decided to delay the tabling of the revised *Education Act* to give people more time to become familiar with the present laws before they are asked to give direction to change them. Workshops on the Act, which began in late fall, 1989, are being planned for all Boards and Divisional Boards of Education. Other agencies directly involved in education will also be consulted, such as the N.W.T. Teachers' Association, the Western Arctic Aboriginal Educators Association and the N.W.T. School Trustees' Association, as well as agencies representing cultural and political interests which are involved in education issues.

The overall direction for change in the Act continues to be the recommendations of the Special Committee on Education, which were finalized in 1982. Over the next two years, the Department of Education will be involved in extensive workshops and consultation to enable people to give the specific direction necessary to redraft the Act.

An amendment to the Act was introduced in the fall 1989 Session of the Legislative Assembly addressing two issues, the inability of Local Education Authorities to hold private meetings and the requirement for principals to take the Principal Certification Training Program. Education regulations governing honoraria, and the suspension and cancellation of teaching certificates were also prepared and finalized this year.

An amendment to the *Student Financial Assistance Act* improved the administration of the student financial assistance program. The more than 900 students presently receiving financial assistance are now receiving more efficient service.

During 1989, native students across Canada raised concerns about their financial assistance. Education Minister Stephen Kakfwi supported continued federal financial assistance for native students in Canada.

The Department of Education finalized a number of new policies, such as the student evaluation policy and the student accommodation policy and began work on a set of departmental manuals.

A review of the Eastern Arctic Teacher Education Program was completed this year and the department initiated and participated in a review of P.W. Kaeser School in Fort Smith. The student financial assistance program was evaluated in 1989-90 and a study to collect base data for the evaluation of the school health program was initiated. The Department formed an internal evaluation committee to provide direction for student evaluation, guide the development of evaluation of curriculum and to provide direction for the territorial student testing program. The Department also began a system of student assessment across Grades 3, 6 and 9 in the core subject areas. This system replaces the curriculum-based Grade 9 tests and it will help to monitor results and provide direction for change in elementary and junior high grades.

The Department also introduced a research process and established research priorities. Two divisions in the Department worked together to initiate two essential research projects to provide information on Grade 12 graduates and over time to gather information on students who leave school before they graduate.

MEDIA AND INFORMATION SERVICES

With the assistance of this unit, the Department of Education produced more than 100 publications, ranging from curriculum guides to learning materials in native languages, adult training and apprenticeship materials and a variety of public information items.

Media services to high schools, currently provided by the Territorial Education Media Centre, are gradually being decentralized to Boards, to provide faster service to remote areas. The co-acquisition of expensive video materials between Boards and the Department is now well-established. This year each Board received $16,000 worth of educational videos, with the maximum investment from any one board being $3,000. With these savings, each Board is able to quickly build an inventory of quality materials.

The public information program has adopted a new visual symbol and the slogan "Learning is for Life". This symbol, combined with the popular Infoseries bro-

chures, is designed to help the public easily identify the Department's public information materials. The Department has also laid plans to publish a small magazine-style news bulletin for the school trustees, board members and education staff.

CAPITAL CONSTRUCTION

During 1989, schools were finished and occupied in Pangnirtung, Repulse Bay and Iqaluit. Construction of new schools began in Hay River, Tuktoyaktuk, Cape Dorset and Hall Beach. School projects currently being designed include standard design schools in Rae, Broughton Island and Whale Cove, a modified two-storey design for Baker Lake, an addition including five classrooms and a gym for the new elementary school in Arviat, a four-classroom school for Paulatuk and a two-classroom log school for Colville Lake.

A standardized design for primary-elementary schools was developed in 1986-87 to make more effective use of capital funds.

There are now 13 schools of standard design occupied or under construction. There has been favourable response to the design by staff and the community. The Department is in the process of an in-depth evaluation of the design through community visits and on-site inspections and interviews with staff and local education authorities.

In 1989, construction for Arctic College commenced on a 26-unit residence for students with dependents at the Nunatta Campus in Iqaluit. Minor capital improvements were carried out at Aurora Campus in Inuvik and Thebacha Campus in Fort Smith.

Construction commenced on a new duplex adult recreation centre in Rae and design for replacement or retrofit of adult education centres began in Hall Beach, Arviat and Repulse Bay.

BOARDS AND REGIONS

FORT SIMPSON AREA

SCHOOLS

This past year there has been a renewed commitment to a child-centered educational program for each individual student. Many activities and initiatives were undertaken to meet this goal. Starting in January, eight students at Kakisa Lake were able to attend their own school in the community. The teacher, who lives in Kakisa Lake, is also available to help adults who wish to upgrade their education. In the seven other schools in the area, students with special needs are on individual education plans in regular classrooms and some are supported by Special Needs Assistants. This September, a number of special needs students had the opportunity of enrolling in high school programs at Sir John Franklin Territorial High School in Yellowknife. At Thomas Simpson School in Fort Simpson, six students graduated from the Community Occupational Program and 12 finished Grade 10.

A number of students had their education enhanced through travel. Thanks to assistance from the Department of Municipal and Community Affairs, students from the surrounding schools participated in clinics for soccer, basketball and cross-country skiing. Assistance from the Department of Education gave students from Trout Lake the opportunity to visit Whitehorse, children from Nahanni Butte to travel to Vancouver, and students from Fort Simpson conduct an exchange trip with a group from New Brunswick. Individual students were chosen to participate in the Manitoba Festival of the Arts in Easterville, the Terry Fox Centre in Ottawa and the Interchange on Canadian Studies in the Gaspe. Many of the schools, in conjunction with the Local Education Authorities (LEAs), provided bush experiences for the students to promote cultural activities.

HOME BOARDING PROGRAM

The home boarding program concluded its first full year. When students lived in residence, it was difficult to maintain more than 50 per cent of those originally housed. By the end of school in June, 87 per cent of the students who started the home boarding program were still in it. When school reconvened in September, initial enrolments had increased by 60 per cent. Every attempt is made to place students in Dene/Metis homes, and since the program started, only one child was not able to be placed in such a home.

The newly created position of home boarding coordinator organizes and monitors home boarding placements and counsels students who are in the program, as well as those who are not.

Children are now boarded in Fort Providence, Fort Liard, Nahanni Butte, Wrigley and Fort Simpson. Students whose parents are in the bush are accommodated, as well as those who are enrolled in programs at Thomas Simpson School, when no suitable program is available in the home community.

CENTRE FOR TEACHING AND LEARNING

The enhancement of the Slavey language has been a prime concern for staff at the Centre. Literacy courses for adults were offered in Fort Providence, Fort Simpson, Trout Lake and Wrigley. Staff have also worked with each of the language instructors in the schools to help them develop

programs. In an effort to provide more resources, work is continuing on a noun dictionary, language standardization, regional place names and a written account of oral history gathered from elders in various communities. A number of teaching kits and books have been published and are now in use in area schools.

STAFF DEVELOPMENT

The schools in the Fort Simpson area are striving to provide a culturally based program for the students. To accomplish this, it is essential that trained native teachers deliver the program. There are currently eight teachers in training in the program at Thebacha Campus in Fort Smith. Six are attending school full-time, while two continue in a field-based program.

Professional development for teaching staff has been a priority in 1989. More than half of the teachers in area schools have had the opportunity to participate in workshops, conferences and departmental initiatives. In addition, the first joint LEA-teacher conference was held in February. In September, a credit course to promote Whole Language in schools was offered to all teaching staff in Fort Simpson area schools through the University of Victoria.

LOCAL EDUCATION AUTHORITY DEVELOPMENT

Three meetings were held in Fort Simpson this year to discuss the establishment of a Divisional Board of Education. In May, a petition was signed by the chairperson of each LEA and was submitted to the Minister of Education for consideration. The LEA delegates and the members of other political organizations continue to wrestle with the concept of divisional board. All share the concern that a culturally based, child-centered program be provided for each child in the Fort Simpson area. All members of the Local Education Authorities, along with the school staff, will endeavour to meet this challenge over the next year.

FORT SMITH AREA

SCHOOLS

There are five communities in the area, Snowdrift, Fort Resolution, Hay River Dene Reserve, Hay River and Fort Smith, each of which offers kindergarten to Grade 9 programs. The eight schools in the area are: Deninoo in Fort Resolution; Lutse'l Ke'Dene in Snowdrift; Chief Sunrise Educational Centre on the Hay River Dene Reserve; Diamond Jenness Secondary, Princess Alexandra and Camsell/St. Paul's in Hay River; and P.W. Kaesar High School and Joseph B. Tyrrell Elementary School in Fort Smith.

Grade 1 to 12 programs are offered in Hay River and Fort Smith, including the regular academic programs, as well as the Community Occupational Program, which is an alternate program. In 1988/89, the area's enrolment was 1,516 students.

The school programs continue to emphasize a core of academic subjects, essential for success in school and in preparation for post-secondary training. Measures were taken to ensure the effective implementation and application of the Special Needs Directive, Whole Language Approach to instruction in Language Arts, the new N.W.T. Health Program and the introduction of new and revised secondary programs.

The programs continue to stress culture to promote personal growth and achievement. The thrust in these areas involved various types of activities, including training sessions for teachers, program development and implementation workshops. As well, a number of school staff and individual teachers organized and participated in sessions to enhance their knowledge and expectations. There has been satisfactory progress in these areas, and continued efforts will assist further growth.

Enrolment declined slightly from the previous year, resulting in reduction of staff in some cases. Attendance remains high, particularly in the larger communities. In the smaller schools, attendance is satisfactory and shows steady improvement.

There were personnel changes in the Area office in the 1988/89 school year. The

Superintendent in left in January, and was replaced on June 1. The Supervisor of Schools position was filled by a transferred employee in October. Two teacher consultant positions became available at the end of the school year.

FACILITIES

A new school to replace the existing Camsell/St. Paul's School will be under construction during 1989/90, and will be ready for the 1990/91 school year. It has been officially named the Harry Camsell School. The two schools in Fort Smith are currently undergoing major retrofits, to be completed by late fall.

The Great Slave Educational Steering Committee has been actively pursuing its mandate of exploring Divisional Board status for the area. The process is ongoing, and representatives have met in a number of communities to explore the matter. Work is expected to continue for an appreciable time before a decision is reached.

BAFFIN DIVISIONAL BOARD OF EDUCATION

It's hard to believe more than four years have passed since the Baffin Divisional Board of Education (BDBE) first started in April, 1985. They have been four of the most exciting years in the history of education in the Baffin. The BDBE has demonstrated that the concept of Divisional Boards can work successfully. A statement of goals, "Our Future is Now", has been developed, distributed to the Baffin public and has become the blueprint for Inuit education in the communities, and the BDBE has not wasted any time in pursuing the goals outlined in the document.

The Board has many reasons for developing an Inuit system of education, including the fact that students who understand their own culture and are fluent in their mother tongue do better in school than those who have lost their culture and language. The research on bilingual education supports this direction, and over the last four years the improvement in the numbers of young people graduating from Grade 12 has been encouraging. Students who are secure in their identity as Inuit are more confident and more highly motivated to succeed in both a traditional and contemporary society. The Board is determined that Baffin children will be able to read and write well in both Inuktitut and English in order to contribute effectively in the bilingual world of Nunavut.

The BDBE has been recognized as a leader in aboriginal education in Canada not only because it has developed a successful school system, but because it is on the leading edge of educational changes which are taking place in North America. As a result of research in the United States and Canada, teachers are changing their approach to offer students meaningful reading and writing experiences in classrooms at all levels. In the Baffin, teachers are aware of the need to involve children in reading and writing every day, which is possible in both English and Inuktitut now that there are beautiful books available in the students' first language.

The children's books the BDBE publish are frequently written and illustrated by Inuit educators who, through the experience of publishing their work, gain a commitment to literature and reading. Inuit authors and illustrators are building a community dedicated to producing quality literature for young people. This inspires the students, who are also supported to become authors through such projects as the Baffin Writers' Project, sponsored by the Canadian Writers' Development Trust. The Project brings Canadian writers, many of whom are aboriginal, to four Baffin communities to help young people in their writing. The four communities, Pond Inlet, Igloolik, Clyde River and Cape Dorset, have been enthusiastic about the computers and desktop publishing facilities that have been supplied to help students produce their own publications. A quarterly, bilingual literary magazine is produced on a rotating basis at one of the sites, distributed to all Baffin schools and avidly read by the students.

The development of the new school program, Piniaqtavut, has been one of the most exciting changes in the Baffin in years. Piniaqtavut, which means "things we are going to do", is also an approach to teaching. It provides a cultural base through content which is rooted in Inuit lifestyle, tradition and history, and ensures that our students learn about Canada, the world and the global issues which affect us all. Piniaqtavut will be developed at the community level where myths, legends, oral history and traditional knowledge will be recorded and published in both Inuktitut and English. In many cases, students themselves will be involved in gathering this information. All of the resources developed will be shared between schools and enable our teachers to use northern resource material.

The numbers of Inuit graduates from Baffin schools has doubled in the past four years. In 1985/86, 17 Inuit students were enrolled in Grade 12 courses, while in 1988/89, a total of 44 Inuit students registered for Grade 12. High school programs to Grade 12 are now offered in Pangnirtung and Iqaluit, Grade 11 is offered in Pond Inlet and Grade 10 is available in Clyde River, Arctic Bay, Sanikiluaq, Igloolik and Cape Dorset. The BDBE is looking forward to expanding these programs for the next school year.

For many years, students and parents have expressed concerns about Ukiivik Residence. Students have found the institutional atmosphere difficult to adjust to after close family life and there have been fears about negative peer pressure when so many young people gather together. The Board shares these concerns, and as a result, the Department of Education has supported the concept of building a series of small hostels in Iqaluit, Igloolik and Pond Inlet. These hostels, scheduled to open in the 1991 school year, will be based on a family model with Inuit hostel parents and a homey atmosphere. In Iqaluit, students from the same community would probably live in the same group home, minimizing the adjustment to life away from home. In keeping with regular family life, students would have more chores, to encourage a sense of responsibility.

The Divisional Board is also improving the options available to students in the communities through the Distance Education Program, which is being offered as a pilot program this year. A Distance Education Coordinator, presently situated in Broughton Island, offers a variety of courses to students in Baffin high schools through a combination of correspondence and personal contact. These courses include Mathematics, Biology, Social Studies, Accounting, Typing and Electronics. Thirty-nine students are enrolled in these courses. In each community, a teacher is appointed to assist the students, and the Distance Education Coordinator communicates with the students daily by telephone or facsimile.

Other options available to Baffin students include alternative programs for those who are not presently pursuing a purely academic education. The Community Occupational Program (COP), the Senior Practical Program and the Terry Fox Program, which is offered at the Gordon Robertson Education Centre (GREC), focus on skills students will need once they graduate from school and participate in the life of the community. An emphasis on self-concept and building feelings of self-worth help the students develop confidence. Teaching those skills needed in the working world means that graduates of programs like COP are frequently offered jobs because they are well-spoken, pleasant, hardworking, and understand how to function in the workplace.

Teachers working for the BDBE are committed to improving the educational system. They work hard during school, on the weekends and during many evenings. Baffin parents can be assured that the schools are providing an exceptional educational experience for the children and that the Divisional Board is constantly working to improve the system.

BEAUFORT DELTA DIVISIONAL BOARD OF EDUCATION

In late 1988, six education committees in Aklavik, Arctic Red River, Fort McPherson, Paulatuk, Sachs Harbour and Tuktoyaktuk petitioned the Minister of Education to form a divisional board. On April 1, 1989, the Beaufort Delta Divisional Board of Education was established.

A public ceremony to mark the board's beginning was held in Inuvik on April 21. It was highlighted by the presentation of the official proclamation establishing the Beaufort Delta Board by Education Minister Stephen Kakfwi and by recognition of the efforts of all those who had worked over the years to promote public control of education.

The Board is responsible for the school programs in the education division and for the senior high school grades at Samuel Hearne Secondary School in Inuvik, which draws students from all communities in the Inuvik Region. The Board also supervises the contract for Grollier Hall, the student residence in Inuvik.

The Inuvik Education Society has considered joining the Board, but has not done so. For this reason, the Director of Education for the Beaufort Delta Board must also retain Superintendent of Education responsibilities for Inuvik schools on behalf of the Department of Education.

The Board is responsible for eight schools, with a student population of 1,300 and a staff of 130.

One of the Board's main tasks is to provide general direction to school programs in the education division. To this end, the Board has developed a mission statement and a set of corporate goals. It has also started to develop policy to put these goals into practice.

The Board's most immediate goals are to increase the number of students who stay in school and the number who graduate. The board is stressing quality in education by promoting high expectations and helping students meet them through the combined efforts of the Board, parents, students and staff.

Board and Community Education Council (CEC) training is an ongoing priority. A training component is built into each Board meeting. In June, CEC secretary-treasurers met in Inuvik for a two-day workshop organized by the CEC Development Officer.

To promote better communications, the Board has strongly supported the monthly newsletter, "Spreading It Around", produced by the Media Resource Centre. This newsletter also serves the Sahtu Board and Inuvik.

GROLLIER HALL

Grollier Hall is the student residence that accommodates students from all communities in the Inuvik Region who attend senior high school and alternate programs at Samuel Hearne Secondary School in Inuvik. There are usually about 100 students in residence during the school year.

Since July of 1987, Grollier Hall has been operated under contract by a private firm, Tryaction Management. The contractor has taken a number of initiatives to develop a positive and stimulating residence environment: frequent guest speakers, a student-run court system, community visits and better contact with parents, and improved counselling and support for students with alcohol and other personal problems. A Dene drumming group, the Grollier Hall Drummers, was formed and has rapidly become popular in the Inuvik region and the northern Yukon.

SCHOOLS: STUDENT/PROGRAM SUPPORT

Of major importance are the continued efforts by teachers, principals and board staff for full implementation of the Health Education Program. Progress was also

made toward complete implementation of the K to 6 Science program and the Junior High Language Arts curriculum, so that from school to school, strong programs are being delivered which provide for the students' full development in language, concepts and skills.

To support the Whole Language Approach to the writing process, a writing folder for Grade 4 to 6 students was developed and is now in use in the division's schools. A writing folder for K to 3 has been designed and will be available early in 1990.

A Language Arts unit titled "Something Old, Something New" was developed by a committee of junior high teachers for use in all junior high classes in the Beaufort-Delta. The purpose of the unit is to give students skills, concepts and knowledge to assist them in making the transition from living and attending school in a community to living at Grollier Hall and coping with their studies at Samuel Hearne Secondary School.

As of September, a second alternative program, a regional Community Occupational Program (COP), was introduced at Samuel Hearne Secondary School for the 1989/90 school year.

A science fair involving students from Grades 4 to 12 was held in Inuvik in March. The number of entries was up from the previous year and two students whose entries won the high school division went on to the national science fair in St. John's, Newfoundland.

A student exchange and school trips were organized for students from four communities. The junior high students from Mangilaluk School in Tuktoyaktuk participated in a student exchange program with students from Barry's Bay, Ontario. Junior high students from Fort McPherson travelled to Hamilton, Ontario, on a class trip and elementary and junior high students from Angik School in Paulatuk travelled to Alberta and British Columbia. As well, the Arctic Red River Band Council provided the funds for the junior high students from Chief Paul Niditchie School to visit Disneyland at Easter.

The "Strings Across the Sky" project, initiated when the Toronto Symphony travelled to Inuvik in 1987, continued. In August, children and youth from Fort McPherson, Aklavik and Inuvik were enrolled in a summer school program encompassing dance, song, and violin and guitar instruction.

ABORIGINAL LANGUAGES

The coordinator of the Inuvik Centre for Teaching and Learning provides support and assistance to the five Inuvialuktun teachers in the Beaufort-Delta area. Two in-service programs for the Inuvialuktun teachers were organized, with members of Community Education Councils participating in one of these.

The development of program support materials and the work in curriculum development continues. The generic curriculum outline for Inuvialuktun has been completed to the end of Grade 4. Early in 1989, a pilot project for an Inuvialuktun-language day-care program was undertaken in Paulatuk. The program is likely to continue through community efforts.

Thanks to the cooperation of the Arctic College Teacher Education program, three Gwich'in teachers from the Beaufort-Delta were enrolled in a two-week course in April and May, which focused on teaching Gwich'in as a second language. Further in-service for Gwich'in teachers from the schools in Aklavik and Arctic Red River involved spending a week in Fort McPherson to review the language program developed for Chief Julius School.

The Fort McPherson Language Project continued its work. Sponsored jointly by the Arctic Institute, the Department of Education and the Fort McPherson Band Council, it trains cultural instructors and produces instructional materials for the school program.

SPECIAL NEEDS

Special Needs teachers are school-based consultants responsible for supporting and assisting teachers in meeting the needs of all students in their classrooms.

For the 1989/90 school year, the resources for the Special Needs program were reduced — one result was that special needs teachers were reduced to half-time positions. This has meant the focus will be on Level One students (those whose special needs require the assistance of a support team to work directly with them).

One of the keys to success in imple-

menting the Special Needs model is the principal's role in encouraging collaboration among the staff. One forum for this is school team meetings, and these are regularly held at the five schools with special needs teachers.

STAFF DEVELOPMENT

The Inuvik Region members of the N.W.T. Teachers' Association organized a two-day teachers' conference that was held in Inuvik in February. One of the major focuses was the evaluation of student achievement; another was the Whole Language Approach in elementary/junior high school classes.

Two School-Community Counsellor trainees continued with their program — they will graduate in January, 1990. In February and March the School-Community Counsellors participated in suicide prevention workshops organized by the Department of Social Services.

In March, two principals and staff from the regional office participated in the conference organized for administrators and staff from student residences/hostels across the N.W.T. Eight staff members from the Beaufort-Delta and Inuvik schools enrolled in Part One of the Principal Certification Program in June and July.

In August, a three-day orientation was held for the 22 teachers joining schools in the Beaufort-Delta and Inuvik for 1989/90. One successful element was the opportunity for parents to address the group; the parents let the teachers know that they wanted them to expect and demand results from the students.

In November, principals and special needs teachers took an in-service program focusing on strategies to increase the effectiveness of the "school team" to support the implementation of the Special Needs model.

FACILITIES

Two older schools in the Education Division will soon be replaced. In the spring, construction started on a new 18-classroom school in Tuktoyaktuk, which will be ready by the 1990/91 school year. The success of the community's CEC, school staff and parents in improving attendance has meant the old school is extremely crowded.

Angik School in Paulatuk consists of three older portables. Plans for a new school and gymnasium were reviewed and approved by the community in August. Construction is scheduled to begin in the summer of 1990.

DOGRIB DIVISIONAL BOARD OF EDUCATION

The Dogrib Divisional Board of Education was established on April 1, 1989. This was the natural culmination of the vision of Chief Jimmy Bruneau (1881-1975) who had presided over the creation of the Rae-Edzo School Society 18 years earlier. Rae-Edzo was the first native community in Canada to obtain complete local control over the education of their children.

The new Board will coordinate and support the educational initiatives of the communities of Detah, Lac La Martre, Rae-Edzo, Rae Lakes and Snare Lake. In developing a mandate from the Dogrib communities, the Divisional Board participated with the Tribal Council in the "Nation in Recovery" meeting at Roundrock Lake, where education and the relationship between elders and the children were among the topics discussed. Material from these sessions will be used to develop a mission statement, and goals and objectives for the new Board.

The Board took an active role in staffing its schools, with representatives of each community on the recruitment trip. The Board screened and interviewed teacher applicants and made recommendations for the final approval of the Local Education Authorities. Board and trustee development was an important function of the trip, as hiring teachers was formerly done by the Government of the N.W.T.

SCHOOLS

The Dogrib Divisional Board of Education is responsible for five schools, with a total of 651 students in the communities and

59 students attending high school in Yellowknife. School attendance improved in all Dogrib communities in 1989, with the greatest increase in Rae Lakes.

Area teachers worked to implement programs in all schools to better meet the needs of their students. In Lac La Martre, Rae-Edzo and Snare Lake, Special Needs Assistants (SNAs) supported teachers in mainstreaming special needs students into their classrooms. Last year, for the first time, SNAs were brought together for training. They met with a variety of support specialists in Yellowknife who are available to help with the development of the children's individual programs.

In Rae-Edzo, the Community Occupational Program was discontinued and senior program offerings were restructured to allow the school to deal more effectively with the variety of student needs. For students planning to continue their education at Sir John Franklin Territorial High School in Yellowknife, the schools of Detah, Lac La Martre, Rae-Edzo and Rae Lakes provided orientation trips to Yellowknife to tour the residence and school.

A science fair was a great success in Chief Jimmy Bruneau School in 1989 and plans for 1990 include expanding involvement to students of other Dogrib communities. The Divisional Board of Education supported the Science Institute of the N.W.T.'s summer science camp program for children from Rae-Edzo and Yellowknife. Students spent two weeks in the bush, integrating knowledge from traditional and modern science.

Chief Jimmy Bruneau School in Rae-Edzo participated in the Artists in the Schools program with children working in the visual arts with Tony Gon, a local painter, and in drama with John Blondin of Yellowknife. The Dogrib Language Centre extended the program by contracting David Gon, a well-known Dogrib songwriter and musician to tour the schools, performing his music and writing Dogrib songs with the children. His efforts have been professionally recorded, and will be released as a teaching kit later this year.

The Language Centre completed its first year of operation. Initial emphasis has been placed on staff development, developing Dogrib literacy programs for adults and collecting and developing materials for kindergarten and Grade 1 language programming.

KEEWATIN DIVISIONAL BOARD OF EDUCATION

1989 was a year of growth and achievement for education in the Keewatin. The Keewatin Divisional Board of Education entered its second full year of operation, with a staff of 165 providing educational programs and services to approximately 1,500 students from kindergarten to Grade 12. By the 1992/93 school year, it is anticipated that the region will serve approximately 1,700 students.

The board is made up of eight members, with the chairperson selected each year during the first session. The membership for 1989 was: John Tinashlu, Repulse Bay, Chairperson; Norman Attungala, Vice Chairperson, Baker Lake; Annie Ford, Rankin Inlet, Executive Member; Julia Putulik, Chesterfield Inlet; Annie Eetuk, Coral Harbour; Emiline Kowmuk, Arviat; Helena Malliki, Repulse Bay; Lucy Adjuk, Whale Cove.

The Divisional Board met in Arviat in January, Rankin Inlet in May and Repuls Bay in August. The Executive Committee meets as required. The Board continues to address policy areas governing the effective delivery of K-12 education in the Division. The Board has an operating budget of $3.7 million under direct control and $9.1 million indirectly in personnel costs. The Executive Committee has been given Finance Committee responsibilities.

The Board is responsible for the administration and management of all the schools in the Keewatin Education Division and continues to develop policies and procedures to define the operation of the K-12 education programs and the student residence in the Education Division.

A workshop/training session for the Community Education Councils' (CECs')

Secretary-Treasurers was held in September. All Secretary-Treasurers are encouraged to attend the Community Administration Program. Divisional Board members and CEC members are also encouraged to enrol in Arctic College's program for directors.

The success of the 1988/89 Community-School Counsellor program varies from community to community. Arviat has a counsellor, while there is one in training in Baker Lake.

SCHOOLS/RESIDENCE

The new Tusarvik School in Repulse Bay was completed in May, 1989. The school was officially opened on August 18 by the Divisional Board during one of its meetings in the community. New schools are in the works for Whale Cove and Baker Lake. When these schools are completed, there will be a new facility in each of the seven communities.

In 1989, Arviat offered a successful Grade 11 program, and Baker Lake students were able to complete Grade 10 in their home community. Coral Harbour will offer Grade 10 for the first time in the 1989/90 school year. Initial enrolments indicate that 17 students will take advantage of this opportunity.

The region now boasts eight schools, as a reorganization of the school in Rankin Inlet has created two separate operations, each with its own administration. The 1989/90 school year will see Maani Ulujuk Elementary (K-6) and Maani Ulujuk Secondary (7-12) operate as distinct schools, while still under the direction of the Rankin Inlet Community Education Council. Maani Ulujuk Secondary School and Kivalliq Hall Student Residence in Rankin Inlet continue to offer accommodation and high school programs to students from communities without these services.

Attendance in the region improved slightly during 1988/89, at 85.5 per cent. Three schools, Atausiunasuarniq School in Coral Harbour, Victor Sammurtok School in Chesterfield Inlet and Inugiak School in Whale Cove consistently recorded monthly attendances over 90 per cent. The region continues to offer perfect attendance awards to individual students, and criteria-based attendance awards to schools. These awards, when combined with new school facilities and increased efforts by staff, have led to improved student attendance. Eleven students graduated from the Grade 12 program in Rankin Inlet.

PROGRAM

Schools are served by two program consultants from the Divisional Board offices in Baker Lake, two Inuktitut consultants at the Teaching and Learning Centre and a coordinator of the Media Resource Centre in Rankin Inlet. The Baker Lake consultants are responsible for special needs, and core and complementary subjects from K to 12. While continuing to monitor these programs and offer in-service programs to the schools, the consultants have also planned a number of initiatives for the 1989/90 school year. These include a suicide prevention awareness program, the development of regional core curricula tests and a revised report card format and procedure. The consultants, with a team of interested teachers and the staff of the Media Resource Centre, completed and distributed a Keewatin Regional Teacher Planbook that was well received.

The Teaching and Learning Centre (TLC), in cooperation with the Media Resource Centre in Rankin Inlet, continues to develop Inuktitut language programs and materials for the schools. This year will see the first distribution of material developed

and printed by this staff. It will include high-quality syllabic alphabet cards, and a number of original storybooks in Inuktitut. These materials will be used in the primary grades, where most of the schools are now offering Inuktitut as the language of instruction. During 1989/90, the TLC staff intends to work closely with the local cultural program instructors to develop appropriate programs.

A subject advisory committee representing each education district met to assess Inuktitut language and instruction in Keewatin schools; the committee also began to outline directions and strategies for Inuktitut programs and materials (including books) for classroom use in the Division's schools.

The Divisional Board staff continues to perform school reviews on a three-year cycle. Reviews of Victor Sammurtok School in Chesterfield Inlet and Maani Ulujuk School in Rankin Inlet were completed in 1988/89. These schools will devise action plans for improvement, based on the recommendations of the review. New terms of reference will be developed for the next cycle of reviews for the 1989/90 school year, which include Inuglak School in Whale Cove and Qitiqliq School in Arviat. Also scheduled for review this year are the Teaching and Learning Centre, the Media Resource Centre and the Kivalliq Hall Student Residence, all located in Rankin Inlet.

One of the highlights of 1989 took place in February, when the Keewatin Divisional Board Bi-annual Teachers' Conference was held. The school staff in Arviat organized and hosted the three-day event, which highlighted the use of Whole Language. Keynote speaker Orin Cochrane challenged teachers to take advantage of educational research to improve their classroom teaching practices, particularly in the field of Whole Language instruction.

Principals already enrolled in the Department of Education-sponsored Principal Certification Program completed their course work in Coppermine in the fall, and after completing their practicums, were certified in the spring of 1989. Newly hired or promoted principals began the certification program by attending the second cycle, offered at the Ontario Institute for Studies in Education in Toronto. Principals expressed their satisfaction with the training program, and made suggestions for improvements for the second cycle to Department of Education officials at the Keewatin Annual Principal's Conference, held in Rankin Inlet in April, 1989.

The popularity of science fairs is growing and spreading. At least four communities held school-wide science fairs. The Keewatin Divisional Board of Education sent two students to the Canada Wide Science Fair in St. John's, Nfld.

KITIKMEOT BOARD OF EDUCATION

The Kitikmeot Board of Education (KBE) is into its second year of operation and is pleased with the progress it has made. The KBE has worked diligently since its inception to attain the goals it set for itself prior to becoming a divisional board in April, 1988. The board will undertake a major review of its goals in fall, 1989.

Effective September, 1989, the members of the Board of Education are: Dennis Lyall, Chairperson; Dan Harvey, Vice Chairperson, Coppermine; Sam Inaksajak, Pelly Bay; Johnny Tucktoo, Spence Bay; Ben Porter, Gjoa Haven; Paul Emingak, Cambridge Bay; Alan Sim, Holman.

One of the KBE's primary goals is to increase parental involvement in schools. Besides the standard parent-teacher interview sessions that are customarily held, for the first time this past year many individual teachers held special classroom events to bring parents and students together to share and discuss their children's progress. In addition, Quqshuun Ilihakvik in Gjoa Haven was successful in attracting parent volunteers in the school, while Kugluktuk School in Coppermine brought many parents into the school with the cultural-based programs and demonstrations it offered. For the 1989-90 school year, the KBE plans to expand these endeavours, as well as devising a strategy to improve teacher contact with parents and to generally bring our schools closer to our communities.

Due to the interest the KBE earned in its

first year from contributions made by the Department of Education and various service departments, the board's operating flexibility was improved to the point where a variety of special programs were offered, which were continued in 1989. Some of these are:

- Community Education Secretary Workshop
- KBE training on school program matters
- Language Committee meetings for the development of the Kitikmeot's language programs
- Orientation program for prospective high school students
- Custodial Workers Training
- Teacher Orientation
- Regional Junior High Program
- University credit course for Classroom Assistants and Native Language Teachers

These undertakings would have been either impossible to offer or drastically reduced in scope without interest revenue.

In June, 16 Kitikmeot students graduated from their high school programs at Sir John Franklin Territorial High School — the highest number of graduates ever from the region. Approximately 65 students left for high school in late August for the 1989/90 school year. Thirty are first-time students, the largest group of new students the Kitikmeot has ever sent to Sir John. The KBE will continue to support these people by working closely with the Board of Secondary Education, the Akaitcho Hall Management Board, and their respective administrative staffs.

Student attendance in the Kitikmeot continues to slowly improve this year. The summary for 1988/89 indicates:

- Spence Bay had the highest kindergarten attendance, with 94.5 per cent;
- Holman had the highest attendance in Grades 1 to 9, with 90.9 per cent;
- Coppermine had the highest Community Occupational Program (COP) attendance, with 81.0 per cent;
- overall, Coppermine and Gjoa Haven had the most improved attendance over last year (5 per cent and 3.8 per cent, respectively);
- overall, attendance in Grades 1 to 9 was up by 1.5 per cent, compared to last year;
- overall, COP attendance was up by 5.1 per cent compared to last year;
- the Kitikmeot averaged 31.4 non-attenders per month, compared to 46.6 last year — an improvement of 32.6 per cent.

For 1989/90, the KBE will focus on reducing the number of school-aged non-attenders and reaching a board goal of 90 per cent attendance for the region. To help the schools improve attendance rates, the KBE has one School-Community Counsellor on staff, and three more people scheduled to finish training in December, 1989.

A Regional Junior High Program began in August in Cambridge Bay. This program, designed to encourage older students to stay in school, will be run on a pilot basis for the 1989/90 school year. It is open to students aged 16 to 18, who are within approximately a year of completing Grade 9 and who have the potential to enter a regular high school program. It will be academic in focus, and will be designed for the students to complete Grade 9 in one year and then progress to Grade 10. The Board hopes to get enough support from parents and students across the Kitikmeot to make it a success.

The KBE has begun to make considerable improvement to the native language programs offered in our schools. The Teaching and Learning Centre (TLC) has helped enhance interest in teaching Inuktitut across the region and has increased the Kitikmeot's ability to provide support to all the region's native language teachers. A series of public meetings on native language, coordinated by TLC staff, were begun in the spring and continued in the fall, until meetings were held in all Kitikmeot communities. One positive outcome was that Gjoa Haven has made Inuktitut the language of instruction for kindergarten and Grade 1, 50 per cent of the time, for the 1989/90 school year.

The main purpose of these meetings is to increase community support and use of native languages in homes throughout the region. All too often, there has been a dependency on the schools to teach and perpetuate the native language. However, it is now recognized that community support is essential for the use of native languages to spread. There is plenty of room for growth in this important area and the KBE is committed to continue to improve

and expand programs as the year progresses.

The Regional Language Committee has been in existence for about one and a half years, and will continue to further its already fine results. The committee is composed of a teacher from each school, plus Teaching and Learning Centre staff and Board Office consultants. The committee's main focus in 1989/90 will be the continued development of language skills inventories for all grades and teaching strategies consistent with the board philosophy of child-centered learning. Since there has already been some parallel developments and benefits in the native language area though the committee's work, the KBE plans to form a regional Native Language Committee to focus on our needs in this important area.

Early this year, the KBE approved its philosophy to serve as a set of guiding principles for all Kitikmeot classrooms. The philosophy statement (see below) is a result of the Language Committee's efforts. Through the continuing development and improvement of native and English language programs, the efforts to increase parental involvement in the schools and ongoing efforts to provide appropriate training and support to improve classroom instruction, the KBE will progress towards fulfilling the spirit of its philosophy.

Because the region has a higher incidence of Level One students (those whose special needs require the assistance of a support person to work directly with them) than any other region in the N.W.T., Special Needs continue to be a high priority. Program Support Teachers (PSTs) and Special Needs Assistants (SNAs) are placed throughout the region to assist with the implementation of the Special Needs Directive. Without the support of these people, it would be much more difficult for regular classroom teachers to mainstream some students. The KBE has hired four SNAs to work directly with Level One students and five PSTs to assist all teachers with mainstreaming and the delivery of programs for all students.

EDUCATIONAL PHILOSOPHY

Kitikmeot schools will provide the best possible education programs to students in order to increase students' access to opportunities for a satisfying and productive life.

Education in the Kitikmeot will strive towards the ideal classroom and have language as the focal point of all curriculum areas. It will enhance student self-esteem and independent problem solving in a positive, child-centered environment.

The Kitikmeot Board of education believes that:

- Language is acquired, not taught.
- Language is learned as the students use it in context.
- Rules are learned by children themselves through their natural inquiry process.
- Language is learned when students engage in listening and reading complete stories; tell and write comprehensive tales; and interpret their feelings and thoughts through other language events such as drama, creative arts, music, movement and discussion.
- Language acquisition is an interactive, social process involving both peers and adults.
- Language learning is a process that requires integrated, rather than isolated experiences in language; significant language events naturally integrate all language functions (listening, speaking, reading, writing and viewing).
- Learners continually predict, hypothesize, experiment, over-generalize and confirm their developing language in speaking, reading, and writing; their language grow steadily, and sometimes dramatically, from approximation to standard form.
- Students initiate language events themselves, based on their own interests and needs.
- Children come to school with vast language potential.

SAHTU DIVISIONAL BOARD OF EDUCATION

The Sahtu Divisional Board of Education officially came into existence on April 1, 1989. Opening ceremonies, including a drum dance, were held in Norman Wells, the initial site of the Board's administrative offices.

The Board has met in Norman Wells, Fort Norman and Colville Lake. In keeping with the board's policy of holding meetings in each of its communities, future ones have been scheduled for Fort Franklin and Fort Good Hope. The opportunity for community dialogue will continue to be an important component of each Board session.

Board initiatives for 1990 include:

- professional development programs for Board members, Community Education Councils and in-school staff;
- initiatives to foster co-operation between the Board of Education, Community Education Councils, school staffs and community groups;
- policy development;
- expansion of native language and cultural programs;
- promotion of alternative upgrading programs for teenage students who have not suceeded in the regular school setting.

Enrollment in Divisional schools in September 1989 was 451 students, basically the same as the previous year. Since many teachers new to the Sahtu started work in September, orientation programs were carried out in the communities.

Before hiring program consultants, school principals agreed to assess Divisional needs during the 1989/90 school year in the areas of junior high school programming, English language programming, student evaluation and teacher professional development. The Board has hired a half-time Special Needs Consultant for the 1989/90 school year.

Students from all Sahtu communities had a unique learning opportunity when they served as pages during the fall session of the Legislative Assembly, which was held in Norman Wells.

The Sahtu also hosted the Department of Education's Senior Management Conference in August at Drum Lake Lodge.

YELLOWKNIFE EDUCATION DISTRICT NO. 1

The Yellowknife Education District No. 1 Board of Education is now in its 51st year of operation. This seven-member board of elected trustees ensures the provision of the highest quality education from kindergarten to Grade 9. Growth — in the number of students, in the number of teaching staff and the number of facilities — continues to be a concern of the Board.

On August 29, 1988, N. J. Macpherson Elementary School opened its doors and was already too small. Immediate plans had to be put into place to add three temporary portables and to construct a five-room addition, scheduled to open in August, 1990.

The first school for Francophone children opened its doors in late September, 1989. A concerted effort by various interest groups and the Board of Education acquired the necessary funding from the Secretary of State for two portables and two teachers for the kindergarten to Grade 2 school. This program is expected to grow over time as it serves the needs of Yellowknife's Francophone community.

William McDonald Junior High School, J. H. Sissons and Mildred Hall Elementary Schools have undergone major renovations. Computer laboratories, automated library systems, carpeting, elevators, gymnasium retrofits and the like continue to improve the schools to enhance the delivery of education.

District No. 1 schools are a focus for personal growth and development; they are places of community attachment, pride

and spirit. They comprise spaces for professionals who must be creative, innovative and flexible. They are places where Yellowknife youth are challenged to adjust to an increasingly complex world.

In our second half-century, District No. 1 will continue to demonstrate that dedication to good education that was evident in the founding group of concerned citizens.

THE BOARD OF SECONDARY EDUCATION FOR SIR JOHN FRANKLIN TERRITORIAL HIGH SCHOOL

The Board of Secondary Education is composed of four representatives from Yellowknife Education District No. 1 and three appointed members from the regions. The board is responsible for the operation of the high school and has full control over budget, operations and personnel.

An internal and external evaluation provided the staff and the Board of Sir John Franklin with a focus for improvement. Over the course of the school year, numerous changes were made to the facility, the program and the timetable to enhance the educational services provided.

Numerous renovations are proceeding as planned to further enhance the 1989/90 school program. Included in these are: the Columbia office and library automation systems, the retrofit of the gymnasium, the relocation of the computer laboratory, the centralization of the guidance and special education function, and the expansion and upgrading of the Senior Practical Program.

Sir John Franklin Territorial High School continues to meet the needs of a wide cross-section of high school students. The success of its programs continues to draw more and more students; it is anticipated that 1989/90 enrolment will exceed the equivalent of 620 full-time students. Overcrowding is a serious concern that the Board of Secondary Education will have to address in 1989/90.

YELLOWKNIFE SEPARATE SCHOOL DISTRICT #2

The Catholic Board of Education is dedicated to serving the educational needs and aspirations of Catholic parents and children in Yellowknife. Catholic Schools endeavour to fully develop the spiritual, intellectual, physical, social and emotional capabilities of each child. To achieve these aims requires the cooperation and interaction of all who have responsibilities for Catholic education — the family, school, church and community.

A number of major undertakings for the 1988/89 school year were completed and/or implemented. Some of these will require reinforcement during the 1989/90 school year. These undertakings are:

- introduction of Whole Language for Grades 7, 8 and 9;
- introduction of the new religion curriculum from kindergarten to Grade 9;
- introduction of a new Catholic Family Life Health Education program for Grade 7;
- the Grade 7 Catholic Family Life Health Education program to be taught in Grade 8 and 9;
- formal introduction of mainstreaming philosophy to the entire district;
- new computers for the elementary schools;
- new computers and a networking system for the high school;
- the introduction of computers and a standard computer program for the school offices;
- computer in-service training for teachers, support staff and administration;
- the completion of teacher negotiations for the 1988/89 and 1989/90 school years;
- the formalization of job descriptions for all support staff;
- support staff negotiations for the 1989/90, 1990/91 and 1991/92 school years;
- in-service, writing, approval and implementation of a Mission Statement.

ST. PATRICK ELEMENTARY SCHOOL

St. Patrick Elementary School consists of kindergarten to Grade 6, with an enrolment of 196 and a staff of 12. The school also has 1.5 teacher aides, a library technician, a secretary and a maintenance man.

The facilities include a gymnasium, library resource room, a computer laboratory, music room and French room. The school is well stocked with supplies and equipment, including Apple IIGS computers in both laboratory and classroom settings.

Parent involvement is encouraged at the school and is evident in monthly Liturgical celebrations, preparation for First Communion and Reconciliation, chaperoning of field trips within and out of the city, student counselling programs and in the kindergarten program.

St. Patrick Elementary School offers a complete Northwest Territories curriculum. The programs taught include the basic subjects of Language Arts, Mathematics, Social Studies and Science, as well as core French, Religion, Physical Education, Music, Art, Computers and Catholic Family Life Health Education.

The school embraces the mainstreaming philosophy where all students are in homerooms with their peers. There are no segregated classrooms. The special needs of all students are met in the regular classroom. To assist with special needs students, a Methods and Resource Teacher is available on a full-time consultative basis to all staff members. A school prescriptive team meets weekly to discuss and act on referred student special needs. Also planned for this year is the Aboriginal Languages Program for all interested kindergarten to Grade 6 students in Yellowknife.

ST. JOSEPH SCHOOL

St. Joseph School is a dual track school offering programs from kindergarten to Grade 8 in English and kindergarten to Grade 7 in French Immersion. The programs taught include the basic subjects of Language Arts, Mathematics, Social Studies and Science, as well as French, Religion, Physical Education, Music, Art, Computer Literacy and Catholic Family Life Health Education. In the French Immersion program, the Alberta curriculum has been introduced in all grades.

The present school enrolment is 443 students, of which 265 are registered in the English Program and 178 in the French

Immersion Program. The school has a teaching staff of 30, supported by three teacher aides, 1.5 librarian technicians, 1.5 secretaries and a maintenance man.

St. Joseph School has a modern gymnasium, a well-stocked library of English and French books, and an industrial arts and home economics centre. The school is also equipped with 25 new Apple IIGS computers and modern audio/visual equipment.

Last year, St. Joseph School introduced the first phase of mainstreaming where all students' needs are met in a regular classroom. A Methods and Resource Teacher assists the staff in meeting the needs of all students in both the French and English programs.

The Parent Advisory Committee and parent volunteers assist the school staff and students in the school program.

ST. PATRICK HIGH SCHOOL

St. Patrick High School consists of Grades 7 to 12. The senior high school, Grades 10 to 12, is fully accredited by Alberta. The enrolment is approximately 300 students, with a staff of 25. This school contains a wide range of facilities, including a gymnasium, library, home economics room, business education room, computer room, chemistry/physics lab and a biology lab.

St. Patrick High School has experienced a low staff changeover during the past years. The stability of the staff adds to academic continuity, and interaction between staff and students in sports and other extracurricular activities.

ADVANCED EDUCATION

BAFFIN REGION

During 1989, there were 116 apprentices in 12 trades throughout the Baffin region. Of these, 13 were employed with the Government of the N.W.T. in the following trades: Electrician, Industrial Warehousing, Carpentry, Refrigeration, Heavy Duty Equipment Mechanic, Motor Vehicle Mechanic and Plumbing.

In the private sector, 83 apprentices were registered in the trades of Welder, Motor Vehicle Mechanic, Industrial Warehousing, Carpenter, Housing Maintainer, Heavy Duty Mechanic, Cook, Heavy Equipment Operator, Graphic Artist and Hairdresser.

Funding under the Apprenticeship Subsidy Program enabled the private sector and the Government of the N.W.T. to work together to promote the training and employment of apprentices in five communities. A total of 27 apprentices were placed with 22 employers in communities throughout the region under this program.

Despite the recent graduates and the increased number of registered apprentices, there continues to be a demand for qualified people in the trades of Plumber, Gasfitter, Carpenter, Construction Electrician and Mechanic.

The In-Service Training Program enables the Government of the Northwest Territories to allocate and monitor training positions within the territorial public service. During 1989 there were 13 employees in training for positions in Management, Social Services, Accounting, Renewable Resources and Purchasing. Their training was a combination of on-the-job work experience and academic studies at Arctic College. 1989 graduates were Gooteeleak Michael and Pudloo Manning, both Corrections Officers with the Department of Social Services.

This year, three people graduated from the Management Training Program, which assists young, motivated Inuit to prepare for participation on the Baffin Region management team of tomorrow.

The graduates act as role models in government middle management, inspiring other Inuit in the public service to excel in their career development. The graduates were: Lazarus Arreak, Senior Recreation Development Officer with Municipal and Community Affairs; Carmen Kilukishak, Director of Community Programs, Arctic College, Nunatta Campus; Ookalik Curley, Director (trainee) of Social Services with the Municipality of Iqaluit.

This program was organized in 1983, with the first group graduating in 1986. Four new trainees are already in place, with a training completion date of 1992.

Under the Training-On-The-Job Program, wage subsidies were available to employers who wanted to upgrade the skills of their employees through training and work experience. Sixteen people in six communities received training under this program.

A major initiative in Employment Development during 1989 was the implementation of Education's Northern Training and Employment Register (ENTER), a regional data base which lists residents of all communities who want employment or training. ENTER will be used to provide prospective employers with names of qualified people within the region who are available for work.

Initiatives were undertaken to improve employment for Baffin residents with Transport Canada and the North Warning Sys-

tem. Under the Transport Canada Accord, the territorial and federal governments have agreed to increase training and employment of native people in Transport Canada, north of 60. This year, the employment situation for native people at Transport Canada sites continued to be monitored in co-operation with that department.

FORT SMITH REGION

A multi-media campaign was designed and implemented during the summer to promote Education's Northern Training and Employment Register (ENTER). About 90 registrations were received, with 150 expected by the end of the year. ENTER was found to be especially useful during the summer in the Rae area, where the new mine has created a number of job opportunities.

The Training-On-The-Job program was a continued success, with six contracts this year. A follow-up study of last year's program showed that of eight trainees, seven were employed in the same, or similar work. It is expected the number of trainees could double next year.

There has been a new initiative in career services in the region. To give clients an opportunity to consider the array of employment, career and training opportunities open to them, a variety of career development workshops was delivered throughout the region. Topics included issues such as searching for a job, preparing for job interviews and longer-term career planning. In the first half of 1989, 150 people attended 13 workshops.

This year, 24 apprentices benefitted from the Apprenticeship Subsidy Program, which provides salary subsidies to small businesses which could not otherwise afford to hire apprentices.

Of the 63 apprentices registered in the region, 10 graduated in 1989. Fourteen tradespersons were certified.

Eighteen trainees participated in the In-Service Training Program. The program shows signs of growth, as departments which had not recently had trainees approached Advanced Education to discuss training plans and opportunities.

The Management Development Program, designed to train native managers for senior level positions within the region, was initiated this year. It is anticipated that all five trainee positions will be filled early in the new year.

Staff Development continued to be extremely active. By year's end, 300 employees will have attended 27 staff development programs. The new Financial Management Training Program has been particularly well-received, with 13 graduates.

The region's Adult Educators will be transferred to the Thebacha Campus of Arctic College in April, 1990.

Programs in all Centres have been improving steadily over the years, especially as a result of recent developmental work in curriculum design and staff in-service training.

The Adult Education Centres are being used for an increasing number of programs throughout the region. The Hay River centre, in particular, operated to capacity all year with a range of employment-related programs.

INUVIK REGION

It's been an active year, with 11 Government of the N.W.T. in-service trainees working with the departments of Health, Municipal and Community Affairs, Social Services, Renewable Resources and the N.W.T. Housing Corporation. Ten employees were on educational leave to attend university, college and technical school. Three young adults participated in a four-month work experience with the Government of the N.W.T.; one has been hired permanently.

There was good response to staff development and training. Five courses were offered from January to March, with 47 government and non-government participants. Seven courses were scheduled for September to December, including Planning and Evaluation, Financial Management and Communications Skills.

There were 73 registered apprentices in the region, 12 of whom were working with companies receiving funding under the Apprenticeship Subsidy Program. Seventeen local businesses also received Training-On-The-Job funding in the areas of band management, recreation leadership, parts and service management and office administration. The Apprenticeship Subsidy and Training-On-The-Job programs offer funds to employers so they can

train inexperienced workers to qualify for permanent work.

Career and training information seminars have been a special focus of Advanced Education in the Inuvik region this year. These seminars, held in eight communities, were designed to inform unemployed and underemployed young adults of the range of employment and training opportunities available to them, as well as long-term career options. The seminars were held in cooperation with the Equal Employment Office, Municipal and Community Affairs, the Department of Public Works, Economic Development and Tourism, Arctic College, and representatives of the oil and gas industry. Advanced Education has also participated in a number of Career Day shows in schools throughout the Region, as well as at Grollier Hall, a student residence in Inuvik.

KEEWATIN REGION

1989 was a busy year for the Employment Development section. By referring workers to employment opportunities and offering job and career counselling, the section worked to increase residents' participation in all employment opportunities in the region.

Education's Northern Employment and Training Register was implemented in the region, and more than 300 people are expected to be registered by the end of 1989. Social Services, Equal Employment and Arctic College have indicated they will work with this system.

During 1989, Advanced Education committed $215,000 to Training-On-The-Job initiatives in the region. Twelve companies accessed these funds to provide training to 36 residents. Government of Canada and GNWT departments contributed another $650,000 towards job training and job creation.

The first stage of site development work for the North Warning System Forward Operating Location in Rankin Inlet was completed during the summer of 1989. More than 25 local residents were trained and employed on this project.

A decline in the price of minerals caused a slight reduction in mineral exploration in the region. Twelve companies carried on exploration projects, and a number of Keewatin residents found seasonal employment with some of these.

An introductory prospector course was piloted in the Keewatin during May and June to meet needs identified by the mining industry. Seven Keewatin residents completed this program.

Career fairs were held in five communities during the year. These were held with the assistance of Arctic College and the Divisional Board of Education.

Forty-seven apprentices successfully completed their theory courses. Keewatin apprentices took five out of six top marks in the Housing Maintainer trade and a second-year carpentry apprentice received top marks for his year. Seven apprentices have completed their programs and are receiving their journeyman certificates. There are now six apprentices training with the Department of Public Works and more than 47 with other employers across the region.

In response to a recommendation of the Regional Training Advisory Committee's Human Resource Development Strategy, a Carpenter Training Officer has been hired by Advanced Education. This position will initially work with contractors in Arviat by providing training support.

One in-service trainee completed the program in 1989 and was directly appointed to a position. By the fall, 10 in-service training positions were filled and two more were out for competition. Advanced Education is working to have a total of 18 positions filled by the end of the year. Advanced Education is also planning to have an In-Service Management Training Program in operation before the end of the year.

Fifteen staff development courses were offered to GNWT departments and non-government employers in the region during the year. The number of participants will total 150 by year's end.

KITIKMEOT REGION

It's been a year of transition and challenge for Advanced Education in the region. On April 1, Arctic College assumed responsibility for continuing education in the Kitikmeot. Early this year, Advanced Education set a priority of maximizing employment on the North Warning System, which is being achieved through close contact with Frontec and Clark Bowler/

Volker Stevin. This effort has been highlighted by two separate training initiatives. Through the Employment Enhancement Agreement, Clark Bowler/Volker Stevin is providing Heavy Equipment Operator training for eight people in Gjoa Haven. It is expected that this training will permit these individuals to seek jobs with Frontec on the operation and maintenance of the North Warning. Northern Industrial Catering and Accommodations Limited (NICAL), a Frontec subcontractor, is training people to be Facility Maintenance operators. This training is sponsored by the Canada Employment and Immigration Commission.

In 1989, seven Government of the N.W.T. in-service trainees worked with the departments of Health, Social Services, Government Services and the N.W.T. Housing Corporation. Two employees were on educational leave to attend university and college.

There were 32 registered apprentices in the region. Fourteen local businesses received Training-On-The-Job funding for such areas as hamlet management, tourism and dry walling. The Training-On-The-Job program offers subsidies to employers to train inexperienced workers.

Job development workshops have been a focus of Advanced Education in the Kitikmeot region this year. Workshops were held in three communities to inform unemployed and underemployed young adults of available employment and training opportunities, and to help them consider long-term career options. The workshops were held in cooperation with the Department of the Executive, the Department of Public Works, the Department of Social Services and representatives from the private sector. There are 320 people listed on Education's Northern Training and Employment Register in the region, which is proving to be an effective tool in job placement and training referrals.

ARCTIC COLLEGE

Two years have passed since the *Arctic College Act* established Arctic College as a corporation at arms length from government. Under the terms of the Act, the college was established to "deliver adult and post-secondary education."

Arctic College experienced steady growth in the 1980s, and that trend continued in 1989. A major component of that growth was the establishment of two new campuses. The college works on a decentralized network with a small headquarters staff in Yellowknife which supports six campuses in Fort Smith, Inuvik, Iqaluit, Yellowknife and the two newest campuses in Rankin Inlet and Cambridge Bay. Each campus, except Yellowknife and Fort Smith, supports a network of community learning centres.

As the college evolves as a corporation, it will continue to identify new initiatives to support employment enhancement and development. During the past year, the college participated in joint ventures with other government and non-government organizations to develop and deliver courses designed to provide high quality training relevant to the northern workplace.

As the only post-secondary educational institution in the Northwest Territories, Arctic College continues to play an important role in providing progressive training opportunities while at the same time identifying and meeting traditional cultural needs.

A board of governors, whose members are appointed by and report to the Minister of Education, is responsible for the overall operation of Arctic College. The board is also responsible for recommendations related to major program and organizational changes within the institution.

1989 HIGHLIGHTS

- Established two new campuses, Keewatin Campus in Rankin Inlet and Kitikmeot in Cambridge Bay.
- Opened the new campus building in Iqaluit. The campus name was changed from Iqaluit Campus to Nunatta, which means "of our land." The building was named Tunngannaqsarvik, which means "place where one feels welcome." It features 18 classrooms, a resource centre, offices and support services area.
- Consolidated community learning centres in the Kitikmeot, Keewatin and Inuvik regions into the Arctic College system.
- Experienced continued high enrolments, with more than 6,000 full- and part-time course registrations in campus and community programs.
- Became the directorate for the newly established Elderhostel Northern region, offering the program at five locations across Northern Canada.
- Delivered 61 courses funded by revenues from government and non-government agencies over and above ongoing programs. These third-party contracts, valued at $3 million, allowed the college to offer a variety of programs to meet the needs of industry, government and communities.
- Received national recognition with major teaching awards to two staff members.
- Supported student exchanges, nationally and internationally.
- Gained membership in the Association of Canadian Universities for Northern Studies. Arctic College and Yukon College are the only two colleges to be granted membership.
- Introduced a number of new programs:
  - Interpreter/Translator program, to train students for employment in the public and private sectors;
  - Early Childhood Education certificate program was offered at Nunatta and Thebacha;
  - University Transfer, based in Yellowknife, enrolled 136 part-time students during its first year;
  - Power Engineering based in Cambridge Bay saw students from Kitikmeot and Inuvik regions graduate;
  - Welding and Plumbing Apprenticeship Training Programs, based at Thebacha, were the first welding and plumbing apprenticeship theory courses offered by Arctic College.
- Joined forces with Chevron Canada Resources and the community of Fort Good Hope to deliver four programs related to employment in the oil industry: Clerk Typist, Business Management, Small Engine Repair and

Cook Training. The seven-month project had 21 graduates, most of whom are now working in the field.

PROGRAM QUALITY

This year work began on standardizing program curriculum delivered at more than one campus, to ensure students receive a consistent quality of education, regardless of location. Programs of a similar nature will have a common base curriculum, with optional courses added to fulfill regional and community requirements. Two areas that underwent this process were Academic Studies and Business and Management Programs.

Several program were evaluated. The Heavy Equipment Operator program underwent major redevelopment following an evaluation by the Department of Education. An advisory committee, with representation from mining, municipal government, highway transport and construction, assisted with the process. Another program, the Arctic College Western Teacher Education Program, was also evaluated. As a result, the program features both institution and field-based components. Students can now complete their studies on a full-time basis at the Thebacha Campus or classroom assistants can study part-time. The Eastern Arctic Teacher Education program was also reviewed.

PROGRAM ACTIVITY

ACADEMIC

Academic Studies programs are offered at all campuses. The program is aimed at students who want to further their education, but first need to review the basics, such as English, Social Studies, Mathematics and Science up to a Grade 12 level. More than 800 students registered full time in this program. In 1989 the college also offered literacy training programs. A variety of teaching methods were used, including traditional classroom and computer-assisted learning. In addition, some community-based initiatives in literacy programming were funded. The University Health Careers Preparation program was also very successful in preparing students who wish to enter university, but who lack the academic background.

TRADES

There were 400 full- and part-time students registered in various trades programs including cooking, housing maintainer apprenticeship, carpentry, mechanics, heavy equipment operator, welding and plumbing. Highlights included the eight students who graduated from the Cambridge Bay-based Power Engineering program and who went on to pass the N.W.T. Power Engineer Certification examination. All are now employed in the field. For the first time, Arctic College offered welding and plumbing apprenticeship theory courses. A total of 37 apprentices completed first and second year plumbing and first, second and third year welding.

CERTIFICATE/DIPLOMA

There were more than 800 full- and part-time students registered in certificate and diploma programs in 1989. This supports the belief that students are choosing longer term programs that prepare them for careers, rather than short-term training courses. Some of the diploma and certificate programs included Community Recreation Leader, Early Childhood Education, Nursing Assistant, Administrative Studies, Teacher Education, Renewable Resources Technology, public and business administration and others. One of the highlights among diploma and certificate programs was the first eight graduates of the Interpreter/Translator Program from Thebacha and Nunatta campuses.

CAREER DEVELOPMENT

More than 1,300 students, most of whom were part-time, registered in Arctic College's career development courses. These included driver training, airport observer communicator, guide training, prospecting, basic office procedures, media relations and cross-cultural awareness. Course offerings in this area are designed to meet specific needs within business and industry. As a result, course content is regularly reviewed to ensure it is up to date and accurately reflects industry trends.

PERSONAL DEVELOPMENT

More than 2,400 people registered in a variety of evening courses and Elderhostel programs. The evening courses are non-

credit and cover a wide variety of hobbies and interests. These courses are generally offered on a cost recovery basis and provide an opportunity for participants to strengthen their personal skills and abilities.

THE FUTURE

During the past few years the college has experienced rapid growth. Increased enrolments, an expanded college campus system, improved links with business and industry, and a heightened profile throughout Canada have resulted in a dynamic institution. To continue the process, an Arctic College strategic plan encompassing all campuses will be developed to guide operations between 1990-95. A visionary plan is essential, given the college's steady growth in a geographically and culturally challenging environment.

The college will continue its work in program standardization to ensure a common base curriculum. Program and instructor evaluation will also remain a high priority.

In the coming year, new programs will be developed. Each campus will be responsible for delivering literacy training in its region. The emphasis will be on providing services to communities that do not have a full-time community adult educator. The college will also create three Centres for Entrepreneurship early in the academic year. Based at Aurora, Thebacha and Nunatta, the centres will train students interested in starting their own businesses. These centres are made possible through a grant from the federal Native Economic Development Program. And finally, the college will provide training for the growing in-shore/off-shore fishing industry — response from students, industry, and government has been high.